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TRACT

This publication identifies and describes the rationale behind new educational innovations in laboratory schools including those belonging to the National Association of Laboratory Schools (NALS). The educational innovations listed are categorized according to 1) type of innovation (name and description of program); subject areas involved, grades, number of students, number of teachers, hours per week, year started, and year discontinued; 3) evaluation of the program and instrument used; 4) status report indicating whether or not the program is still functioning and what refinement has been done or is being contemplated; and 5) name of contact for further information. There are two sections: 1) organizational innovations, and 2) curriculum innovations. An annotated bibliography with 43 citations lists books and articles dealing with the theories and practices of educational change.

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RESEARCH AND EXPERIMENTATION: NEW EDUCATIONAL PROGRAMS

NATIONAL ASSOCIATION
OF
LABORATORY SCHOOLS
NEWSLETTER

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EDUCATION & WELFARE
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Volume 13 Number 2
September, 1971
George Allan Gogo, Editor

NATIONAL ASSOCIATION OF LABORATORY SCHOOLS NEWSLETTER
Volume 13, Number 2, September 1971

TABLE OF CONTENTS

Editorial Comment	2
President's Page	3
Midwest Laboratory School Administrators Conference	4
The Consortium of Laboratory Schools of the Academic Affairs Conference of Midwest Universities	5
Research and Experimentation: New Educational Programs, Introduction	7
Organizational Innovations	9
Curriculum Innovations	19
Annotated Bibliography	53
1972 NALS Convention	67
Join NALS Now	71

EDITORIAL COMMENT

This issue of the Newsletter features research efforts from laboratory schools throughout the country. You are encouraged to read them carefully and, if desirous of further details, contact the contributor directly.

Hopefully, reports on research activities will become a regular feature of the Newsletter. This can only be accomplished through the assistance and cooperation of you, the member. You are encouraged to send such items to Dr. John Dal Santo, Associate Editor, whenever possible.

Your attention is directed to the articles concerning plans for the Midwest Meeting October 3, 4, & 5, 1971, and the Annual Convention February 22, 23, & 24, 1972. If you have any suggestions, comments, etc., concerning the proposed programs send them respectively to Ray Schmelter, Rose C. Swart Lab School, Oshkosh, Wisconsin, and Tony Gregoric, University High School, University of Illinois.

Suggestions for improving your Newsletter are encouraged. If you have ideas, items, etc., that you wish to share with others send them along.

Pat and John join with me in wishing you a most successful and productive new school year. See you in Oshkosh or Chicago.

Sincerely,

G. Allan Gogo, Editor
NALS Newsletter

THE PRESIDENT'S PAGE

I hope that this fall issue of the NALS Newsletter finds the association members refreshed after a summer recess and raring to get on with the important tasks and responsibilities which are unique to campus laboratory schools. Despite the obvious need for research and innovation in elementary and secondary education and in the preparation of teachers, laboratory schools continue to find it difficult to secure adequate financial support to initiate and conduct significant programs of research and experimentation. The old image of laboratory schools -- as centers for observation and student teaching -- seems to prevail and is working against us.

Representing the association, I have been corresponding with individuals in Washington, D. C., trying hard to gain recognition for laboratory schools as viable centers which can contribute uniquely to the study and resolution of educational problems. I wish to report briefly on these activities.

I have corresponded at some length with Dr. Robert Binswanger, Director of the Experimental Schools Project for the U. S. Office of Education. Dr. Binswanger has been most considerate in responding to my questions. I am forced to conclude, however, that this project will not be of particular interest to most laboratory schools. It is a project of limited scope, having as a central hypothesis, "to test comprehensive approaches to educational reform." Participants need to have pupil populations of over 2000, and project emphasis must deal with inner-city education.

More recently I have corresponded with John Brademas, Congressman from Indiana, who is chairman of the House Select Subcommittee on Education (within the Committee on Education and Labor). He is leading the struggle to create a National Institute for Education (H.R. 3606). His response was encouraging, leading me to understand that within this Institute funds will be available for the support of research and experimentation of the kind that laboratory schools can implement successfully.

Congressman Brademas has proposed that I correspond with Dr. Harry Silberman, Director of the National Center for Educational Research and Development, who also heads the NIE planning effort.

And so it goes. There is nothing significant to report. I am making every effort to inform people that the NALS member schools constitute a great potential for educational development which currently is being overlooked. Hopefully, someone along the line will take another look at us and will recognize the built-in advantages of laboratory schools as a force for educational progress and change. I shall continue to inform people about our schools, our mission, and our desire to serve. Kind personal regards.

8/2/71

Ross Nielsen, President
National Association of
Laboratory Schools

MIDWEST LABORATORY SCHOOL
ADMINISTRATORS CONFERENCE

The Midwest Laboratory School Administrators' Association will hold their annual fall conference at the Pioneer Inn, Oshkosh, Wisconsin, on October 3, 4, and 5, 1971. The host for the conference will be the Rose C. Swart Campus Laboratory School, Wisconsin State University-Oshkosh.

On Sunday, October 3 the conference will begin with a 7:00 P.M. dinner meeting in the Roundhouse Room at the Pioneer Inn. For those who arrive early, arrangements will be made for golf on one of Oshkosh's excellent courses.

After the Monday morning session a noon luncheon will be served in Le Cafe. A visit to the Rose C. Swart Campus Laboratory School and the Wisconsin State University-Oshkosh campus will follow the luncheon. A reception at the WSU-Oshkosh Alumni House will be followed by a dinner meeting in the Roundhouse Room at the Pioneer Inn.

Tuesday morning October 5 will be spent in the Roundhouse Room bragging, brainstorming, and exchanging ideas.

Further information concerning reservations and program will be sent to the members of the National Association of Laboratory Schools. If you have questions concerning the conference please write or call:

Dr. Raymond C. Schmelter
Rose C. Swart Campus Laboratory School
Wisconsin State University
Oshkosh, Wisconsin 54901
414/235-6220, Ext. 327

THE CONSORTIUM OF LABORATORY SCHOOLS OF THE
ACADEMIC AFFAIRS CONFERENCE OF MIDWEST UNIVERSITIES

Five universities, Ball State, Illinois State, Indiana State, Northern Illinois, Southern Illinois, have formed the Academic and Athletic Association of Midwest Universities and have appointed Dr. Harold W. Walker executive director of the Academic Affairs Conference.

Dr. Eugene Jabker, Director of Research, College of Education, Illinois State University, took the responsibility for inviting the directors of the laboratory schools of the five Midwest Universities to meet with the directors of laboratory schools of the three other Illinois state universities (Eastern, Western, and Illinois Universities) to explore the possibility for forming a consortium that would contribute to the development of the Academic Affairs Conference.

In the first exploratory session the laboratory school directors examined the concepts of uniqueness of organization and function, of autonomy of operation as contrasted to cooperation in maintaining uniqueness and in fulfilling role, and the idea that a viable consortium needs an organizational structure, a mutual need, and a commitment to share in the attainment of mutually accepted goals. In the following sessions the directors explored various activities in which they might participate that would contribute to the attainment of various academic goals. For example, they gave basic consideration to the contribution that laboratory schools could make to the preparation of teachers, to the motivation of students to facilitate learning, and to gathering and assimilating all kinds of data. One activity that seemed to offer greater potential than others was the gathering of data about children and how they learn. The group examined in some detail a compatible data storage and retrieval system.

Another suggested activity that offered some promise was the development of an interlaboratory school communication organ. To facilitate the development of this idea, each of the laboratory schools submitted the name of a faculty member who would be willing to share in taking responsibility for developing an instrument of communications.

From the series of exploratory meetings it became obvious to the participants that a consortium of laboratory schools could provide a needed service to the Academic Affairs Conference of Midwest Universities. With the support of their parent universities the directors of the laboratory schools were encouraged to draw up a constitution for the consortium, which they have named the Consortium of Laboratory Schools of the Conference of Midwest Universities. The constitution makes provision for the three laboratory schools of state universities that are not members of the Midwest Conference to hold full membership and participation rights.

The Academic Affairs Conference was informed of the interest in establishing a consortium of laboratory schools and was given a statement of the assumed contributions the consortium could make to the conference. In

its regular meeting on October 30, 1971, the Academic Affairs Conference authorized that "laboratory schools on the five campuses cooperate through the Office of the Executive Director of the Academic Affairs Conference." The Executive Director of the Academic Affairs Conference has recognized the consortium and has urged that it organize itself to serve the conference as the need may arise.

In February 1971 when the consortium met to elect a chairman and to ratify the constitution, a word was received that the State of Illinois Board of Higher Education had proposed to close its laboratory schools. In view of this proposed action it seemed germane to withhold completing formal organization and ratification of the constitution.

The consortium felt so strongly about the proposed action of the Illinois Board that it directed the acting chairman to invite the State of Illinois Board of Higher Education to reexamine its premise and to give support to the development of the Consortium of Laboratory Schools. A letter outlining this position was sent to Dr. James B. Holderman, Director, Board of Higher Education, State of Illinois, and a response was received from George Clements, Chairman of the Board of Higher Education, stating that due consideration would be given to the request.

As soon as the State of Illinois identifies the laboratory schools that will continue, the consortium will formalize its organization and will begin to provide services to the Academic Affairs Conference of Midwest Universities.

Prepared by M. Curtis Howd
Principal
Burris School
Ball State University

July 14, 1971

RESEARCH AND EXPERIMENTATION:

NEW EDUCATIONAL PROGRAMS

INTRODUCTION

New educational innovative programs to meet the needs of all children are the most talked about issues in education. Many educators agree change is necessary, but few can really express in definitive terms how it should be done.

The term innovation as used in this publication is defined as a means by which new techniques and practices are initiated to accommodate emerging needs. An educational innovation is defined as a potential educational practice that is novel, organized, systematically planned and goal-oriented within the particular setting in which it is introduced.

The objective of this publication will be to identify and describe the rationale behind new educational innovations in Laboratory Schools belonging to the National Association of Laboratory Schools (NALS) and other non-member Laboratory Schools in the nation.

The educational innovations listed will be categorized according to:

- (1) type of innovation (e.g., name and description of program);
- (2) subject areas involved, grades, number of students, number of teachers, time - hours per week, year started and year discontinued;
- (3) evaluation of the program and instrument used;
- (4) Status report of the program indicating whether or not the program is still functioning and what refinement has been done or is being contemplated;
- and (5) to whom you may write if more information is needed regarding the new program.

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9

(continued)

Included in this publication, too, is a terse selected annotated bibliography of books and articles dealing with the theories and practices of educational change.

All administrators of NALS interested in identifying new programs currently operationalized in their schools should complete the form on page 51, entitled "Selected Educational Innovations" and return to John Dal Santo, University Laboratory School, Northern Illinois University, DeKalb, Illinois 60115.

We plan to use later additions of selected educational innovations in future publications of the NALS Newsletter and also to update our current files.

Thank you for your cooperation and we'll all see you Midwest members October 3, 4, and 5, in Oshkosh, by gosh.

John Dal Santo
Associate Editor

ORGANIZATIONAL INNOVATIONS

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Selection of the Best Programs That Fit Our Experimental Situation

II. Brief Description of New Program:

Our New Program consists of a combination of Team Teaching, Non-Graded, Departmental, Choice, Multi-Age. The faculty of our primary division decided to work together as a team --- especially in the areas of social studies and religion. We non-graded the areas of Language Arts and Departmentalized Math, Science, Art, Music, Dance, and Phi Ed. We mixed ages in homerooms and established choice periods twice a week. Rather than have traditional self contained grades we changed our four classrooms into learning centers consisting of reading room, math, science and art room, instructional center and living room.

III. Subject Area: All Areas

Grades: K, 1, 2, 3

Number of Students: 82

Number of Teachers: 4

Time (hours per week): 5 hours every day

Year Started: 1968

Year Discontinued:

IV. Evaluation:

Response of Parents - Meetings & Questionnaire
Response of Children

V. For further information write to:

Alverno College Elementary School
3401 South 39th Street
Milwaukee, Wisconsin 53215

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Use of Fridays for Clusters A and B

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

On Friday there are no formal classes for kindergarten. The time is used as a time for teachers to work with and observe small groups of children, all the boys, all the girls, and total groups. The time is also used to meet with parents for conferences on individual children, to discuss the workings of clusters, to hold cluster meetings and to answer questions, to hold cluster meetings with administrators, to hold out-of-town conferences, to visit other schools, to preview films in the Resource Center, to view TV tapes made for faculty in Early Elementary education.

III. Subject Areas:

Grades: Ages 3-6

Number of Students: 57

Number of Teachers: 4

Time (hours per week): 5½ hours

Year Started: 1969-70

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes _____ No X (Please check appropriate space)

V. Status Report 1970-71: (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).

The program began with the former junior kindergarten (4 year olds) but expanded to include the entire group.

VI. For Further Information Write To:

Mary McCulloch, Cluster Leader
Clusters A and B
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

The Open Lab as it Functions in the Music Program.

II. Brief Description of New Program: (Limit from one to three terse paragraphs).

During the open lab period children in the lower cluster, ages 6-10, have an opportunity to elect to come to the music room. Many instruments are available for them to play. Among these are the piano, organ, autoharp, resonator bells, zither, psaltery, jenco bells, recorders, tonettes, baritone and soprano ukuleles, a listening station, kalimba, xylophone, afro-harp, harp, roto drums and tuned tone blocks. The children are allowed to follow their own interests in developing skills and deepening their understandings of the musical concepts of rhythm, harmony and melody presented in the general music class. The children are also encouraged to experiment with sounds and to be creative in the organization of them.

The teacher acts as a resource person moving from child to child, listening, encouraging, appreciating and giving help when asked to do so. A teacher must also sense when a child is ready to move to a higher level of involvement and when a child needs to be let grow according to his own time and in his own style of learning.

Having the freedom to be involved in his own learning and to learn by doing in a supportive and relaxed atmosphere, the child is observed to mature musically and to derive pleasure and satisfaction from the confidence gained by these experiences.

III. Subject Areas: Music

Grades: Multi-age, 6 to 10 year olds.

Number of Students: 68

Number of Teachers: 1

Time (hours per week): 2 hours 40 minutes. (One hour each week per child)

Year Started: 1970-71

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes _____ No X (Please check appropriate space)

V. Status Report 1970-71: (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).

This program has been highly effective and is still operating. In planning the organizational structure for next year two areas need to be considered for refinement: 1) Provision made for an orientation program at the beginning of the year so that children may become more aware of the possible choices. 2) Evaluation by means of individual conferences which would establish a satisfying pupil-teacher relationship and would allow the teacher to become more aware of the background and potential of each child. A sense of direction could be obtained and progress charted more easily.

VI. For Further Information Write To:

Ann Fiedler
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Experimental program in multi-age grouping and co-operative teaching in pre-school classes.

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

During the 1969-70 school year, the pre-school classes at Malcolm Price Laboratory School will be organized on the basis of multi-age grouping. Thirty four-year-olds and forty five-year-olds will be heterogeneously grouped (on a random basis) into four classes.

A co-operative teaching approach will be employed to facilitate individualization of instruction in these classes. The teaching team will consist of two head teachers, a full-time teacher's aide, and two student teachers. Two groups of 17-18 children will be assigned to each head teacher. The head teachers will be responsible for planning together and conducting well-balanced programs suited to the needs and interests of the children in their classes. Grouping within the room and between the rooms will be done with those children who at a given time have common specific concerns or needs. In planning these small group activities, consideration will be given to the effective utilization of the special teaching abilities and talents of each member of the teaching team.

The head teachers will work in close co-operation with the school nurse, the speech correctionist, the elementary guidance counselor, and the elementary principal. At least four times during each semester, this "full team" will meet to evaluate specific social, emotional, physical, and intellectual needs of pupils and to co-operatively formulate plans to meet these needs.

III. Subject Area:

Grades: Nursery - Kindergarten.

Number of Students: 72

Number of Teachers: 2

Time (hours per week): Each class meets 2½ hours daily with every other Friday off to provide for team planning time.

Year Started: 1969-70.

Year Discontinued:

IV. Evaluation (Identify instrument used, if any), Yes X No _____
(Please check appropriate space)

Evaluation of this experimental program must be both horizontal and vertical in nature. The horizontal evaluation must rely primarily on the teachers' judgment - their individual and collective opinion of the extent to which the expected outcomes were realized. Continuous evaluation and adjustment are anticipated to keep the program flexible and operative.

To provide concrete information and data upon which evaluative judgments can be based, each head teacher and all student teachers will keep an anecdotal log. This record will include accounts of (1) group and individual activities planned, (2) unique instructional methods and materials utilized, and (3) pupil reaction and interaction noted which appear attributable to the multi-age grouping or co-operative teaching approach.

To aid in determining the scope and quality of the co-operative teaching program, a weekly record will be kept to show (1) the number and nature of small group activities involving children from both rooms and (2) the number and nature of large group activities involving children from both rooms.

Reactions and opinions from the other members of the "full team" will also be considered in the horizontal evaluation. At the "full team" meetings, members will be asked to submit a list of any noted changes in pupil behavior, attitudes, or skills which in their judgment may be attributed to this program.

It is realized that the evaluative techniques employed will provide a highly subjective evaluation of the project. If, in the opinion of the head teachers, the expected outcomes have been effectively realized during the 1969-70 school year, the program will be continued. During the 1970-71 school year, a complete research design will be proposed to evaluate the various facets of the program.

Vertical evaluation of this program will be initiated in the 1970-71 school year when the first group of children from the experimental program enter first grade. A description of the evaluative instruments and procedures to be employed in this vertical evaluation will be included in the complete research design anticipated in 1970.

V. For Further Information Write To:

Delsie Charais, N-K Supervisor
Malcolm Price Laboratory School

Judy Brewer, N-K Supervisor
Malcolm Price Laboratory School

I. Name of New Program:

Non-Graded, Multi-Age Primary (Pilot Project)

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Individualization of instruction, continuous progress, and peer learning are integral components of non-graded, multi-age classrooms. These points serve as a basis for our investigation as to the feasibility of this organizational pattern.

The Campus Laboratory School presently has one Non-Graded Class, but is planning the conversion of the entire primary offering into this pattern by next year for a thorough investigation. Evaluation will include cognitive and affective domains.

III. Subject Area: All

Grades: Primary

Number of Students: 25

Number of Teachers: 1

Time (hours per week): All

Year Started: 1969-70

Year Discontinued:

IV. Evaluation (Identify instrument used if any) Yes X No
(Please check appropriate space)Stanford Achievement
Attitude ScaleV. For Further Information Write To:

Miss Mildred Nasgowitz
Associate Professor, Elementary Education
Campus Laboratory School Primary Teacher
Wisconsin State University-Oshkosh

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Three year olds into Cluster A (Ages 3-6).

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Six three year olds are to be included in Cluster A which now has the multi-age group from four to six. We intend to involve these children in the cluster activities unless we find that they need to work by themselves for a time.

III. Subject Areas:

Grades: Ages 3-6 years

Number of Students: 6

Number of Teachers: 2

Time (hours per week):

Year Started: 1971-72

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes _____ No X (Please check appropriate space)

V. Status Report 1970-71: (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any)

Beginning program.

VI. For Further Information Write To:

Mary McCulloch, Cluster Leader
Cluster A and B
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

CURRICULUM INNOVATIONS

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Clinical teaching of elementary school instrumental music.

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

Undergraduate music education students come to the laboratory school twice weekly to have practical experience in teaching elementary school music. This experience precedes their regular student teaching. Music education students are involved in two activities. First is a small group sectional instruction where the person, for example, might teach a small group of children learning to play one particular instrument, for example, the trumpet. The next period for these students is to conduct a large group orchestra on the stage of the elementary school. Music education students experience first hand the practical problems in music program organization and working with young children.

III. Subject Area: Elementary School Instrumental Music

Grades: Grades 4 - 6

Number of Students: About 25 fifth and sixth grade children amounting to 50% participation in these grades, thirty fourth grade children amounting to 100% participation.

Number of Teachers: One college supervisor and six music education students.

Time (hours per week): Four thirty minute periods per week for grades 5 and 6, four twenty minute periods per week for grade 4.

Year Started: 1969

Year Discontinued: Program in progress.

IV. Evaluation: (Identify instrument used, if any), Yes No (Please check appropriate space)

Planning in progress.

V. For Further Information Write To:

Dr. C. F. Cardinell, Director
University Elementary School, Northern Arizona University
Box 5688
Flagstaff, Arizona 86001

Mr. Al Marcus, Director
Music Education, Northern Arizona University
Box 5841
Flagstaff, Arizona 86001

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

A Vector Approach to Euclidean Geometry

II. Brief Description of New Program: (Limit from one to three terse Paragraphs)

Development of Euclidean geometry and trigonometry from the point of view of a vector space of translations acting on points. Subject matter treated in the two-volume text for the course includes 3-dimensional Euclidean geometry, elements of mathematical logic, vector algebra including the dot product operation, selected topics from second year algebra, 3-dimensional coordinate (analytical) geometry, and analytical trigonometry. The course is designed for college-capable students and covers two years of work following a minimum of first year algebra.

III. Subject Area: Mathematics (college preparatory)

Grades: 9-10 or 10-11 or 11-12

Number of Students: about 300 from 1963-66: about 1700 from 1966-69

Number of Teachers: 16 from 1963-66; about 60 from 1966-69

Time (hours per week): 5

Year Started: 1963

Year Discontinued: 1969

IV. Evaluation (Identify instrument used, if any), Yes X No (Please check appropriate space)

Unit quizzes and comprehensive examinations designed by the course developers were administered to the experimental groups during the initial period of development (1963-6). Feedback from these tests and from the teachers served as a basis for revising and polishing the text materials. Since 1966, the tests and quizzes have been included in the detailed teacher's commentary which is provided to the teachers and are used at their discretion.

V. For further information write to:

Dr. Steven Szabo
1210 West Springfield
Urbana, Illinois 61801

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Social Science Curriculum Study Center - developed three sequential courses for the grades indicated below.

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

The Social Science Curriculum Study Center, a department of the University of Illinois Curriculum Laboratory, has as its objective the development of the first three courses in a sequential junior-senior high school social studies program.

The development of the three sequential social studies courses, described briefly below, begins, first, with the identification and selection of concepts and generalizations essential to understanding man's relationships to his social, economic, and political institutions at different periods in time in our own culture and in other selected western and non-western cultures.

In developing the new materials, priority is given to achieving maximum student involvement in inquiring, hypothesizing, testing, interpreting, and ultimately in valuing social data to the end that students arrive inductively at the concepts and generalizations and develop skills in social analysis.

III. Subject Area: Social Studies

Grades: 8-9-10 for academically able; 9-10-11 average ability

Number of Students: 194

Number of Teachers: 1 full time; 3 quarter time

Time (hours per week): 5 - 50 minute periods

Year Started: 1964

Year Discontinued: continuing

IV. Evaluation (Identify instrument used, if any), Yes X No (Please check appropriate space)

Step

Concepts - developed by project evaluator

Application Test - developed by project staff

V. For further information write to:

Ella C. Leppert, Chairman, Social Studies Program
University High School
1212 West Springfield Avenue
Urbana, Illinois 61801

SELECTED EDUCATION INNOVATIONS

I. Name of New Program:

7th Grade Science Course

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

The course is comprised of 10 vehicular units designed to further the cause of four themes, 1) model building and creation of scientific knowledge, 2) the interpretation of data, instrumentation, and relation of error to interpretation, 3) experimentation and the controlled manipulation of the environment to answer our questions, 4) key concepts to provide a framework for perceiving the physical world.

Underlying the whole course is the theme that science is above all a human endeavor and that the student can become actively and honestly involved in doing science. This doing then becomes a contest for the furtherance of the four themes which have been woven into the course.

An attempt to "get around" the reading and math problems inherent in many courses has been made by doing away entirely with text material. Film loops are being produced to fill the void. Programmed texts have been written to teach the math that is required.

III. Subject Area: Science (chemistry bias)

Grades: 7th

Number of Students: 47

Number of Teachers: 1

Time (hours per week): 5 (course is only one semester)

Year Started: 1967

Year Discontinued: Continuing

IV. Evaluation: (Identify instrument used, if any), Yes _____ No X (Please check appropriate space)

We find ourselves in the same position as ESS. We have not been able to generate specific instruments to evaluate and assign numbers to the results of the course.

V. For Further Information Write To:

Larry Guthrie
University High School
1212 W. Springfield
Urbana, Illinois 61801

22

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Science and Human Values

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Attempts to integrate science and human values by dealing with problems and issues which arise from or are closely related to science and technology; e.g. pollution, population expansion, federal support of science, etc. Some laboratory experimentation, but lack of resources a big problem.

III. Subject Area: Anything goes -- but mostly biological concepts

Grades: 11-12

Number of Students: 19

Number of Teachers: 1

Time (Hours per week): 5 (1 hour each day)

Year Started: 1969-70

Year discontinued:

IV. Evaluation (Identify instrument used, if any), Yes X No X
(Please check appropriate space)

No tests or other achievement instruments are employed, but a "course evaluation" packet is employed (original source unknown) along with ad hoc bull sessions to see where we've been and where and how we're going.

V. For further information write to:

Elizabeth Kendzior
309 University High School
Urbana, Illinois 61801

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Harvard Project Physics

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

This course attempts to make full use of the multi-media materials provided by H.P.P. to develop an individualized program in physics.

III. Subject Area: Physics

Grades: 10, 11, 12

Number of Students: 20

Number of Teachers: 1

Time (hours per week): 5

Year Started: 1969

Year Discontinued: Continuing

IV. Evaluation (Identify instrument used, if any) Yes _____ No _____
(Please check appropriate space)

V. For Further Information Write To:

Rosalind Driver
University High School
1212 West Springfield
Urbana, Illinois 61801

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

- A. Independent Study in German, Spanish, Russian, and Latin
- B. Programming for PLATO (Educational Computer) in Latin and Russian.

II. Brief Description of New Program: (Limit from one to three terse Paragraphs)

- A. Students meet with teachers on a limited basis (once or twice a week) to learn a foreign language
- B. Programs are being prepared for PLATO to teach basic language skills in Latin and Russian.

III. Subject Area: Foreign Languages

Grades: 10-12

Number of Students: 15-20

Number of Teachers: 3

Time (hours per week): 10-15

Year Started: A. 1967
B. 1968

Year Discontinued: A. Spanish discontinued in 1969. All others still in progress.

IV. Evaluation (Identify instrument used, if any), Yes X No (Please check appropriate space)

Teacher-made tests to evaluate student progress

- A. MLA-Cooperative foreign language tests (Level LA) to evaluate programs in German and Spanish

V. For further information write to:

David W. Pease, Chairman
Foreign Language Dept.
University High School
1212 W. Springfield
Urbana, Illinois 61801

25

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Sequential Program in Rhetoric, Semantics, Logic, and Literature

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

University High English Department has had a continuing development of an inductive approach, sequentially organized rhetoric, semantics logic and literature program. Two books of the rhetoric, semantics and logic are in publication. Two others are in development. The literature is also in a state of development.

III. Subject Area: English

Grades: 7 - 12

Number of Students: 250 to 10,000 (including demonstration centers)

Number of Teachers: 3-5 (not counting the Demonstration Center teachers)

Time (hours per week): 5 each week for 5 grades

Year Started: 1960

Year Discontinued: Still continuing

IV. Evaluation (Identify instrument used, if any), Yes _____ No X (Please check appropriate space)

V. For Further Information Write To:

(Mrs) Charlene Tibbetts
University High School
Urbana, Illinois 61801

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Articulation of (FLES) Foreign Language in the Elementary Schools Programs with High School F L Program. Hypothesis: Early exposure to a foreign language and a following well-structured sequence develops mastery regardless of method.

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Ever since the installation of Foreign Language Programs in the Elementary Schools of the United States, one of the major problems confronting teachers has been the proper placing of students in a sequence or continuum of levels that would ensure maximum exposure of a language according to degree of attainment. We intend to show through aptitude testing and achievement testing that the assumption is correct.

III. Subject Area: foreign language courses: French and Spanish

Grades Levels I, II, III, IV

Number of Students:

Number of Teachers: Four H.S. teachers, Two elementary school teachers.

Year Started: October 1969

Year Discontinued:

IV. Evaluation (Identify instrument used, if any), Yes _____ No _____ (Please check appropriate space)

Note: Part of our project includes follow up studies of performance by our students at the college level to correlate the results with achievement levels at the high school level. So far we are looking for the best instrument to accomplish this task.

We would also like to test the validity and assumptions of the psych-o-generative hypothesis of Dr. S. Nodarse.

V. For Further Information Write To:

Rodolfo E. Vilaro, Section Chairman
Foreign Language Department
University High School
Normal, Illinois 61761

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Biology Curriculum

II. Brief Description of New Program:

A continuing development adapting new findings of the science to the secondary curriculum. Study involves integration of new factual material into a logical sequence of topics, or total reorganization of sequence if appropriate. Particular attention is paid to the development of laboratories appropriate to the new information. The program has recently been published in hard-back form by a major publisher.

III. Subject Area: Biology

Grades: 9 - 12

Number of Students: Approximately 100 annually

Number of Teachers: 2 or 3

Time (hours per week) Regular classes

Year Started: Has been in progressive study dating back to at least the 1940's

Year Discontinued: Plan to continue

IV. Evaluation: (identify instrument used, if any) Yes X No (please check appropriate space)

In-service teacher acceptance

V. For further information write to:

John R. Carlock
University High School
Illinois State University
Normal, Illinois 61761

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Biology Laboratory Innovations

II. Brief Description of New Program: (limit from one to three terse paragraphs)

New laboratory exercises, demonstrations, and teaching techniques utilizing biological materials are devised, pilot studies made, refinements incorporated, and detailed instructions made available to teachers. Emphasis is on newer findings of the science and area of relevance of biology to other fields.

III. Subject area: Biology

Grades: not applicable

Number of Students: not applicable

Number of Teachers: 2

Time: (hours per week) not applicable

Year Started: 1951

Year Discontinued: Continuing

IV. Evaluation: (Identify instrument used, if any) Yes ____ No X
(please check appropriate space)

Scientific soundness, secondary school feasibility

V. For further information write to:

John R. Carlock
University High School
Illinois State University
Normal, Illinois 61761

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Creative writing development: perception activity

II. Brief Description of New Program: (Limit from one to three concise paragraphs)

This program is designed to provide small group and individual experiences in activities to promote perceptual awareness and the transfer of that awareness to descriptive writing. Activity is presented in individual learning-packet form and moves in small "steps" from identifying objects from their description through description of increasingly complex source materials. Activity is based upon pictures keyed to the project step. Learning packets are teacher prepared.

The program was tested in a 4 week elective course at the University School, N.I.U. in 1971. It was ungraded and involved students traditionally grouped in grades 5 through 8.

III. Subject Areas: English

Grades: Ungraded (traditional grades 5-8)

Number of Students: 21

Number of Teachers: 1

Time: (hours per week) 3½ hours

Year Stated: 1971

Year Discontinued: refinement in progress

IV. Evaluation: (Identify instrument used, if any) Yes X No (Please check appropriate space)

Student check list--self-evaluation

V. For Further Information Write To:

Mrs. Barbara Schaffer
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Class Harp and Piano Instruction for Emotionally Disturbed Children.

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

The objectives of this developmental study are to increase musical understanding and affect a change in behavioral characteristics. The electronic piano lab and harps were selected since they require physical confinement and tactile responses. Further, it is possible to develop gross and fine motor movements.

Experiences are designed to enable students to succeed readily. Contingency management is employed to allow students to self-evaluate and improve the self-concept.

Students are exposed to all of the elements of music. In addition, class performances are augmented by faculty members on other instruments. The continuous positive reinforcement and successful musical experiences may prevent emotional blocking that is often evident in academically oriented situations.

III. Subject Areas: Music

Grades: 1 - 5

Number of Students: 12 (six in each class)

Number of Teachers: 3

Time (hours per week): 1 half hour daily

Year Started: 1971

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes X No (Please check appropriate space)

Several methods of evaluation and data gathering are being used. They may be listed as follows: 1) student self-evaluation; 2) student and teacher evaluation; 3) group evaluation, daily anecdotal notes by graduate practicum students; and, 4) faculty discussion and evaluation.

V. Status Report 1970-71: The project is functioning at present and will continue during the next school year. The success level is considerably higher in the harp class. However, musical background and age are factors which seriously influence development.

VI. For Further Information Write To:

Ronald D. Price, Coordinator of Music
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Body Movement

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Movement education works with the child in feeling, thinking, and doing. Children explore how and where their bodies move. Through experiences in dance, games, and gymnastics they develop an understanding of how they can use their bodies.

III. Subject Areas:

Grades: Clusters A and B (ages 4-6)

Number of Students: 29 (a.m.)
27 (p.m.)

Number of Teachers: 2

Time (hours per week): 1

Year Started: 1970-71

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes _____ No X (Please check appropriate space)

V. Status Report 1970-71: (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).

The program will continue in 1971-72. The program will be expanded to include some teaching by college students preparing for elementary teachers. They will be students of Mrs. Rosemary Strawn and Dr. Lorena Porter of the Physical Education Department, Northern Illinois University.

VI. For Further Information Write To:

Mary McCulloch, Cluster Leader
Clusters A and B
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Individual Progression in an Ungraded Cluster

II. Brief Description of New Program: (Limited from one to three concise paragraphs).

Individual progression is a philosophical approach in curriculum organization which emphasizes the worth of each person. Children, six through ten years, work together in an environment with freedom to learn. The straight rows, the sterile quiet classroom is replaced by excitement in learning, communication and sharing, and caring about self and others. (see attached)

III. Subject Areas:

Grades: 1-4

Number of Students: 70

Number of Teachers: 5 classroom teachers, 3 special areas (each teacher teaches children $\frac{1}{2}$ time)*

Time (hours per week): 30 hours

Year Started: 1970-71

Year Discontinued:

IV. Evaluation (Identify instrument used, if any) Yes ☒ No ☐ (Please check appropriate space)

Stanford Tests, Parent evaluation, sophomore observations, Teacher Judgment, children's evaluation

V. Status Report 1970-71 (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).

After one year using individual progression in a six through ten year old cluster, we have every intention to continue. Teachers in the cluster have a very good attitude toward the program and are all dedicated to help guide each child in this continuous progress.

VI. For Further Information Write To:

Helen McNamara
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

*Contact Miss McNamara for explanation, if desired.

The teachers trust each child and believe that he desires to do his best. They believe that every child is curious, inquisitive, and has a desire to learn which comes from an inner motivation. Each child is considered an adequate human being, who has a unique contribution to make, and functions in terms of his commitment to each task.

Individualized learning, small group work, and total groups are a part of individual progression. A child learns a skill as he needs and desires the skill.

Small groups are sometimes formed by the children based on common interest. A group might also be formed if more than one child needs a particular skill at the same time. This would always be based on the child's feeling of a need for this special help.

Since we believe that each child must emerge into the complex society of today with a feeling of self respect and confidence, a child would never be placed in a slow group, an average group, or a gifted group. The total group would be used for sharing knowledge, discussing topics of possible interest, sharing books and film strips, or solving problems pertinent to all. This might also be a scheduling or evaluating time.

Continuous learning skills are emphasized rather than content. Children are afforded many opportunities to make decisions and plan their own learning. Hopefully they will meet the needs of any society if they emerge with a positive self concepts capable of setting realistic goals, self directed individuals desiring to do the best they are capable of doing, and with the ability to make wise decisions, able to accept the responsibility which must accompany freedom if our democracy is to exist.

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Computer use at the Middle School Level

II. Brief Description of New Program: (Limit from one to three concise paragraphs.)

Using a remote terminal connected to a 360767 IBM computer, we are attempting to acquaint students with the use and programming of computers. Using CALCTRAN as the language, some students have progressed to FORTRAN and are adept at programming math problems.

III. Subject Areas: Mathematics

Grades: 5 - 8

Number of Students: approximately 100

Number of Teachers: 3

Time (hours per week): 10

Year Started: 1969

Year Discontinued: Still in progress

IV. Evaluation (Identify instrument used, if any) Yes _____ No X
(Please check appropriate space)

V. Status Report 1970-71 (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).

The program is still functioning and although it was begun as a 9th grade program, it is, at present, running at the 5th - 8th grade level.

VI. For Further Information Write To:

John D. Davis	Vernon C. Janke
University Laboratory School	University Laboratory School
Northern Illinois University	Northern Illinois University
DeKalb, Illinois 60115	DeKalb, Illinois 60115

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Urban Cultures (Elective)

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

Urban Cultures represents a culminating experience for junior high students in a study of materials drawn from the Behavioral Sciences. Student investigations are directed toward factors determining urban land use, social problems inherent in urban living, and urban contributions to society.

III. Subject Area: Social Studies

Grades: 7

Number of Students: 38 (one section)

Number of Teachers: 1

Time (hours per week): 5 hours

Year Started: Academic Year 1967-68

Year Discontinued:

IV. Evaluation: (Identify instrument used, if any), Yes X No
(Please check appropriate space)

Tests provided by High School Geography Project

V. For Further Information Write To:

Donald A. Scovel, Chairman
High School Geography Project
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Individual Studies in Business

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

The course is designed to allow the pupil to develop his own program of study for a business course. He builds this program by selecting units from any of the areas in business. Each individual program is developed with the advice of the instructors. The course is primarily a senior course, though open to juniors with the advanced approval of the instructors. Credit for the course is determined by the program the pupil develops.

III. Subject Area: Business

Grades: Senior; junior with advanced approval of the program.

Number of Students: Estimated 20.

Number of Teachers: Two the first year.

Time (hours per week): Five to fifteen

Year Started: 1970-71

Year Discontinued:

IV. Evaluation (Identify instrument used, if any), Yes _____ No X (Please check appropriate space)

None identified at the present time.

V. For Further Information Write To:

Business Department
Northern University High School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Individualized High School Chemistry

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

The main thrust of this project is that it is geared for general education and puts the child at the center of the learning environment instead of the teacher. This allows for maximum development of each individual regardless of his cultural background or his intellectual abilities. In order to accomplish this, the course is sequentially structured and designed for individual pacing, small group dynamics, and personalized teacher-pupil interaction.

Optionals and special projects of many types and levels are incorporated into the learning sequence. This provides for both breadth and depth to better handle individualized differences. There are no lectures, large group presentations, or tests. The multi-reference approach is used for supplementary and in-depth reading at all levels. Audio-tutorial materials of remedial, sequential, and in-depth types are used as part of the learning materials.

At present, the range of students enrolled in chemistry on an elective basis is from the 1 percentile to the 99 percentile as based upon the Iowa Test of Educational Development. Present indications are that nearly 80% of the graduates in the schools using this material will have had chemistry on an elective basis when the course has been established there two to three years.

III. Subject Area: Chemistry

Grades: 10-12

Number of Students: 300

Number of Teachers: 4

Time (hours per week): 60

Year Started: 1967

Year Discontinued: currently going on

IV. Evaluation: (Identify instrument used, if any), Yes _____ No X (Please check appropriate space)

The project will undergo quantitative evaluation with about 500 students and 6 teachers in 1970-71. The American Chemical Society Test on Achievement in Chemistry, Wisconsin Inventory of Science Processes, and a test of the affective domain will be used. Currently, quantitative tools of evaluation are being used for specific feedback.

V. For Further Information Write To:

Harold Wengert
Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

A Study of Culture (Required)

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

A Study of Culture initiates junior high students to an investigation of materials drawn from the Behavioral Sciences and History. Student attention is directed toward a definition of culture with its component parts, followed by an analysis of cultural patterns within the local community. The course is concluded with a study of forces bringing about cultural change with two case studies - Modern Japan and Germany.

The seventh grade program represents a combination of a seventh grade experience (A Study of Culture) and an eighth grade experience (Ways Cultures Change). This program was presented for a two year period 1967-69, but a re-appraisal of instructional strategies and student learning materials resulted in combining the course into a one-year period.

III. Subject Area: Social Studies

Grades: 7

Number of Students: 64 (2 sections)

Number of Teachers: 1

Time (Hours per week): 5 hours

Year Started: Academic Year 1967-68

Year Discontinued:

IV. Evaluation (Identify instrument used, if any), Yes X No (Please check appropriate space)

(1) Student Questionnaire

(2) Parent Questionnaire

(3) Staff Appraisal

V. For Further Information Write To:

Donald A. Scovel, Chairman
Social Studies Area
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATION INNOVATIONS

I. Name of New Program:

An Individualized Program in High School Physics

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

This physics program was designed for individualized instruction and independent learning.

Learning guides direct the student in a sequential set of learning activities and responses. The course is organized about evolving conceptual schemes and introduces the student to the tools and processes of physics by starting with models and operations. The course was structured to give the student an insight into the thought processes of physics.

III. Subject Area: Physics

Grades: 11-12

Number of Students: 100

Number of Teachers: 5

Time (hours per week): 5

Year Started: 1960

Year Discontinued: Being used by Laboratory School and four participating schools.

IV. Evaluation: (Identify instrument used, if any), Yes _____ No _____ (Please check appropriate space)

Evaluation topic of a Ph. D. Thesis.

V. For Further Information Write To:

Walter J. Gohman
Associate Professor of Science
Department of Teaching
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Non-graded Language Arts Workshop

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

Designed for those particularly weak in English skills, pupils may elect to take the workshop in place of any of all required language arts courses. Members of the group are chosen on the basis of scores on standardized tests and recommendations of their English teachers. Individualized learning activities in the workshop center mainly around teacher-prepared materials tailored to counter specific weaknesses.

III. Subject Area: English Language Arts

Grades: 9, 10 and 11

Number of Students: Ten or less

Number of Teachers: One

Time (hours per week): Five

Year Started: 1967-68

Year Discontinued:

IV. Evaluation (Identify instrument used, if any), Yes X No (Please check appropriate space)

V. For Further Information Write To:

Dr. Howard Vander Beek
Northern University High School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Minority Group Cultures (Required)

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

Minority Group Cultures forms a sequel to the seventh-grade Study of Culture. Student attention is directed toward cultural patterns of selected minority groups (Blacks, Mexican-Americans, Indians) in comparison with American culture in general. A historical perspective is provided students through an investigation of the contributions of Blacks, Mexican-Americans, and Indians to American society. Emphasis is placed upon crucial social problems which result from dominant group-minority, group relations with students evaluating suggested solutions to these problems.

III. Subject Area: Social Studies

Grades: 8

Number of Students: 55 (two sections)

Number of Teachers: 1

Time (hours per week): 5 hours

Year Started: Academic Year 1969-70

Year Discontinued:

IV. Evaluation: (Identify instrument used, if any), Yes _____ No X (Please check appropriate space)

V. For Further Information Write To:

Donald A. Scovel, Chairman
Social Studies Area
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Industrial arts curriculum project.

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

The area of industrial technology is divided into two one year courses. Construction technology and manufacturing technology are the divisions. They are both the organized study of the knowledge of techniques used in these two fields.

III. Subject Area: Industrial Arts

Grades: 7-8-9

Number of Students: 2500-3000

Number of Teachers: 50

Time (hours per week): 5 hours

Year Started: 1967 (Instruction began)

Year discontinued: Current

IV. Evaluation: (Identify instrument used, if any), Yes X No (Please check appropriate space)

V. For Further Information Write To:

I.A.C.P.
1712 Neil Avenue
The Ohio State University
Columbus, Ohio 43210

SELECTED EDUCATIONAL INNOVATION

I. Name of New Program:

Language Experience Approach to Reading

II. Brief Description of New Program: (Limited from one to three terse paragraphs)

The Language Experience Approach to Reading recognizes that reading is but one of a spectrum of communication skills, some of which one differentially developed in the child as he begins his formal education. Oral language becomes a base from which written language emerges.

The innovation now incorporated into this primary program is based on a two year research project conducted at this school regarding the Language Experience Approach as compared to the basal reader approach. Although differences were not statistically significant, greater gains occurred among the Language Experience Approach students.

III. Subject Area: Language, Arts, Reading

Grades: Primary

Number of Students: 75

Number of Teachers: 3

Time (hours per week): ten hours per teacher

Year Started: 1969

Year Discontinued: -

IV. Evaluation: (Identify instrument used if any) Yes x No
(Please check appropriate space)

Metropolitan Reading Readiness
Stanford Achievement Tests

V. For Further Information Write To:

Miss Elizabeth Overton
Associate Professor, Elementary Education
Campus Laboratory School Primary Teacher
Wisconsin State University
Oshkosh, Wisconsin 54901

SELECTED EDUCATIONAL INNOVATION

I. Name of New Program:

An evaluation of the effectiveness of treating the uncertain singer through the independent use of the tape recorder by elementary school children.

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

In an effort to give sufficient attention to uncertain singers, teacher-made stimulus tapes at several levels of difficulty were developed. Children responded to this tape on individual tapes and recorders. Each week the teacher evaluated the child's progress and developed a new tape. The child was also able to evaluate himself by rewinding and playing his own tape.

Since the ability to match pitch often develops concomitantly with skill in pitch discrimination, the material on the master tape was directed at both of these problems. In the earliest experiences, the child attempted to produce different sounds and then progressed to simple intervals with neutral or nonsense syllables and finally to song phrases employing bona fide words.

The subjects were all boys in grades one and two and were randomly assigned as either experimental or control subjects from the group scoring lowest on a pretest. One half of the children attended the Campus School and the others, a public school.

III. Subject Area: Music

Grades: 1 and 2

Number of Students: 32

Number of Teachers: One music specialist in charge of the project. Subjects came from homerooms of 6 elementary teachers, some of whom (plus one other music specialist) did some teaching.

Time (hours per week): 5 minutes daily in the Campus School; 5 minutes two or three times per week in the public school.

Year Started: 1969

Year Discontinued: (Project completed, January 1970) The material is now being used with another group of subjects.

IV. Evaluation (Identify instrument used, if any) Yes X No (Please check appropriate space)

Instrument was an experimenter designed Pretest-Posttest

V. For Further Information Write To:

Miss Janice Klemish
Associate Professor of Music
Campus Laboratory School
Wisconsin State University
Oshkosh, Wisconsin 54901

DA45

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

Handwriting Research Project

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

The student involves self-awareness of handwriting strengths and weaknesses thru individual conferences and collaborative arrangements with teacher and student. The student and teacher independently analyzes student handwriting, and jointly discuss their perceptions.

The project will cover a semester, and involves an experimental and control group, the latter which will receive handwriting education in the conventional, traditional manner. Evaluation will consist of pre and post handwriting samples from both groups to be rated by independent raters using the double-blind technique. Analysis will be made on gain scores.

III. Subject Area: Handwriting

Grades: Grade 4

Number of Students: 27

Number of Teachers: 1 and 2 student teachers

Time (hours per week): 150 minutes

Year Started: Semester II, 1969-70.

Year Discontinued:

IV. Evaluation: (Identify instrument used if any) Yes X No ____ (Please check appropriate space)

Self-made rater forms for Independent Evaluations

V. For Further Information Write To:

Miss Elizabeth Frankland
Assistant Professor, Elementary Education
Campus Laboratory School Grade 4
Wisconsin State University - Oshkosh

SELECTED EDUCATIONAL INNOVATIONS

I. Name of New Program:

LINIS (Limited Non-Isolated Segments)

II. Brief Description of New Program: (Limit from one to three terse paragraphs)

LINIS is an experience with a series of limited non-isolated segments in which feedback schemes are used to assist student teachers in the acquisition of teaching skills. Video-taped performances provide the major source of feedback. Teaching skill check lists are being developed.

The segments are non-isolated in that they will provide continuity in the curriculum and specific teaching units so that the learning on the part of the children will not be fragmented.

III. Subject Area: All

Grades: Primary 2

Number of Students: 25

Number of Teachers: 1 plus six student teachers

Time (hours per week): All

Year Started: 1968

Year Discontinued:

IV. Evaluation (Identify instrument used if any) Yes X No (Please check appropriate space)

Self made Scales

Teacher Voting

Attitudes

V. For Further Information Write To:

Dr. Richard Buckley
Associate Professor, Elementary Education
Wisconsin State University-Oshkosh

Mrs. Lois Pence
Instructor, Elementary Education
Campus Laboratory School, Primary 2
Wisconsin State University-Oshkosh

SELECTED EDUCATIONAL INNOVATIONS

- I. Name of New Program:
- II. Brief Description of New Program: (Limit from one to three concise paragraphs).
- III. Subject Areas:
- Grades:
- Number of Students:
- Number of Teachers:
- Time (hours per week):
- Year Started:
- Year Discontinued:
- IV. Evaluation (Identify instrument used, if any) Yes _____ No _____
 (Please check appropriate space)
- V. Status Report 1970-71: (Brief paragraph, indicate whether or not innovation is still functioning and what refinement has been done since its implementation, if any).
- VI. For Further Information Write To:

Dr. John Dal Santo
University Laboratory School
Northern Illinois University
DeKalb, Illinois 60115

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ANNOTATED BIBLIOGRAPHY

BOOKS

Alexander, William M., ed. The High School of the Future: A Memorial to Kimball Wiles, Columbus, Ohio. Charles E. Merrill Publishing Co., 1969. 263 pp.

A number of distinguished educators contributed written predictions regarding what education may become in the year 2000. This book was written to honor the memory of Kimball Wiles who died in 1968. Dr. Wiles was dean of the College of Education at the University of Florida at the time of his death. Some of the contributors to the book are William M. Alexander, Arthur W. Combs, Alice Miel, Hollis A. Moore, Jr., J. Galen Saylor, William Van Til, and others.

Bennis, Warren G., Kenneth D. Benne and Robert Chin. The Planning of Change: Readings in the Applied Behavioral Sciences. New York: Holt, Rinehart and Winston, Inc. 1961. pp. 781.

This book is one for sophisticated practitioners. The authors attempt to bring together theory and practice. The editors have brought together excellent writing which apply the behavioral sciences to the problems of social change. Chapters 11 and 12 are especially rewarding to educators with administrative and supervisory responsibilities.

Brichell, Henry M. Organizing New York for Educational Change. Albany, New York: State Education Department, 1961. pp. 106.

A study of the educational change in the elementary and secondary schools of New York State. It lists recommendations for improving the organization of the state's schools. This publication is focused on administrative change related to the city, county and state systems. There was no attempt to investigate any change in classroom practices.

Commissioner's Catalog of Educational Change. Albany, New York: State Education Department, October 1961. pp. 200.

A survey of changing instructional approaches. It describes new programs in the public and non-public elementary and secondary schools of New York State. The programs, which number 296, were reported in detail with special emphasis given to programs and materials developed by national curriculum study groups.

Broudy, Harry S. and B. Othanel Smith and Joe R. Burnett. Democracy and Excellence in American Secondary Education. Chicago: Rand McNally and Co., 1964. pp. 302.

The central theme of this text is that American secondary education can and should be basically the same for all in relation to what is taught.

The authors indicate that curriculum should be concerned with (1) organizing learning so a better sequential pattern can be developed, (2) allowing pupils to proceed as rapidly or slowly as their capacities will allow, and (3) emphasizing the mastery of general education for the present and future. The impact from the authors proposals may not be noticeable for years because of the diffusion lag caused by the conservatism of educators.

Bruner, J. S. The Process of Education. Cambridge: Harvard University Press, 1960. pp. 92.

The publication is an outgrowth of a conference of scientists, psychologists, and educators meeting to discuss and analyze problems of teaching, particularly in science and mathematics. The book sets a stimulating philosophy of needed changes in the structure and methods of education.

Toward a Theory of Instruction. Cambridge: Belknap Press, 1966. pp. 163

Bruner contends that if an evaluation is to be worthwhile and helpful, it must be done at the right time and presented in a useful form. Whomever is responsible for the evaluation for a particular school system should be the agency to determine when is the right time and what is the most useful form.

Carlson, Richard O., Adoption of Educational Innovations: University of Oregon: Center for the Advanced Study of Educational Administration 1965. pp. 84.

The author in this publication traces portions of six innovations which have captured the attention of educators: (1) modern mathematics, (2) team teaching, (3) programmed instruction, (4) foreign language laboratories, (5) foreign language instruction in elementary schools, and (6) accelerated programs in secondary schools. A number of questions related to the adoption and diffusion of educational innovations are raised and an analysis of the superintendents' position in the social structure is reviewed to see if there is a significant relationship of one to the other - innovations: superintendent's position in social structure. The final chapter discusses some very interesting discoveries in the use of programmed instruction in one school system.

et al. Change Processes in the Public Schools.
University of Oregon: Center for the Advanced Study of Educational Administration, 1965. pp. 92.

This publication has papers prepared by social scientists and students of educational administration who discuss various aspects of planned change in the public schools. There are chapters on barriers to change, planned change and organizational health, directed change in formal organizations, the characteristics of innovators, and the role of educational research in planned change. Included in the publication are

summaries of a seminar discussion of the papers.

Cartwright, Dorwin and Alvin Zander, editors. Group Dynamics Research and Theory. Second Edition. Evanston, Illinois: Row Peterson, 1960. pp. 642.

A comprehensive approach to such topics as leadership, group interaction, group change, pressures and other pertinent aspects of working effectively with people. Chapters 1, 2, 9, 18, and 25 are especially worthwhile.

Emerging Strategies and Structures for Educational Change. Proceedings of the Anniversary Conference June 12-15, 1966. The Ontario Institute for Studies in Education (September, 1966) pp. 177.

A publication which resulted from the three day conference sponsored by the Ontario Institute for Studies in Education on June 12-15, 1966. The conference examined the need for change, the nature of resistance to change and the nature of a "strategy for change". The conference then examined in great detail some of the plans and structures for change which have emerged in the U.S., Britain, Quebec, and Ontario. The conference provided small group participation in discussion roles of individual agencies and what parts they would play in educational change and problems associated with change. (Printed in Toronto, Ontario, Canada.)

Fallon, Berlie J. Education Innovation in the United States, Published by Phi Delta Kappa, Bloomington, Illinois, 1966. pp. 248.

A compilation of 628 best curriculum practices in public school systems of the United States. Trends in educational change from 1957-1964 are easily discernable because of the excellent arrangement of the text. This book is excellent as a resource reference. The book is organized under four main headings or sections and further subheaded under various parts. For the convenience of the reader, the text is listing the topics reporting and school districts (participating) in alphabetical order.

Goodlad, John I., School Curriculum Reform. The Fund for the Advancement of Education. New York, 1964. pp. 96.

The writer emphasizes in excellent manner recent curriculum changes in the areas of math, English, science, foreign language, and others in the elementary and secondary schools.

Section II of the article discusses the current problems within courses, in experimentation, in utilization and in school reorganization.

The selected readings section is excellent on page 88.

Hart, Leslie A., The Classroom Disaster, New York: Teachers College Press, Columbia University, 1969. pp. 354.

The book is a forceful critique of our schools with recommendations for change including examples. This perspective as it relates to schools seem basic to the problems of organizational change.

Havighurst, Robert J. The Public Schools of Chicago. Chicago: The Board of Education of the City of Chicago, 1964. pp. 499.

Chapter VII, pages 132-142, Reading, Libraries and Television, gives an excellent description of the instructional television being used in the Chicago Public Schools. It also lists eleven recommendations for improving this educational service. The author commends the Board of Education for being among the early pioneers in supporting the use of experimental MPATI (Midwest Program on Airborne Television Instruction) and for its pioneering in instructional television at the junior college level.

Kurland, Norman D., and Richard I. Miller. Selected and Annotated Bibliography on the Processes of Change. New York State Education Department and University of Kentucky. 1966. pp. 93.

An excellent compilation of materials related to the process of change (the how). This publication lists references in the following areas: (1) Anthropology, (2) Education, (3) Industry and Technology, (4) International Development, (5) Medical Science, (6) Political Science, (7) Psychology, (8) Rural Sociology, and (9) Sociology. The publication is the result of a cooperative effort between a university and state education department.

Lippett, Ronald, Jeanne Watson and Bruce Westley. The Dynamics of Planned Change: A Comparative Study of Principles and Techniques. New York: Harcourt, Brace, and Co., 1958. pp. 312.

This book presents general principles and techniques for working with people to secure change. The authors limited the book's scope and purpose. Each chapter deals with one aspect of change process. Studies are cited as they relate to topics and then a thorough analysis presents generalizations and their practical implications. Even though this volume is more than seven years old it still remains an excellent reference on practical applications of the behavioral sciences. Chapter 11 on training programs for change-agents should be of special interest to superintendents and university educators.

McDonald, James B., Dean W. Andersen and Frank B. May, editors. Strategies of Curriculum Development. Columbus, Ohio: Charles E. Merrill Books, Inc. 1965. pp. 196.

The book is made up of the edited works of the late Virgil E. Merrick. This book includes some previously published articles (which have been

slightly edited by the editors in some instances), but mainly of previously unpublished papers.

The following major interests of the late Professor Herrick are represented by the three sections in the book--the evolution of curriculum theory and design, the improvement of the instructional theory and practice, and the analysis of classroom episodes as a method of inquiry for testing ideas about curriculum design and instructional theory.

McLure, William P. The Public Schools of Illinois--A Study for the Office of Superintendent of Public Instruction. State of Illinois, December 1964. pp. 177.

A study to evaluate the financial condition of the public elementary and secondary schools of Illinois. The tables twelve and seventeen on pages 51 and 59 show what innovations were introduced in Illinois schools (including Chicago) from 1958-1963.

Meierhenry, Wesley C. Media and Educational Innovation. University of Nebraska Extension Division and University of Nebraska Press, June 27, 1963 to September 30, 1964. pp. 445.

These papers were prepared for a symposium dealing with identifying techniques and principles for gaining acceptance of research results of use of newer media in education.

Miles, Matthew B., editor. Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964. pp. 689.

The book is a collection of writings on the "nature" of innovation and change processes in American education. It is a compendium of pertinent cases drawn together dealing with innovative processes and change procedures. There are more than thirty-six authors who have contributed up to twenty-six chapters.

Innovation in Education is a good beginning for the study of innovation and change processes in that it injects some order into the confusion of educational change and provides some valuable leads for further study.

Rogers, Everett M. Diffusion of Innovations. New York: Free Press of Glencoe, 1962, pp. 367.

The author has reviewed and organized research findings on the diffusion of innovations from six research traditions: anthropology, early sociology, rural sociology, education, industrial sociology and medical sociology. He even reanalyzed data to test hypothesis not considered by the original researcher. The authors generalizations and suggestions would be useful to teachers and administrators whose daily purpose is

to induce change in pupils and school systems. It should help contribute to the structuring of a general theory of the diffusion of ideas.

Ross, Donald H. Administration for Adoptability: New York: Metropolitan School Study Council, 1958. pp. 750.

This book edited by the late Dr. Ross summarizes twenty years of research in adaptability of school systems. Excerpts from hundreds of research reports this work is commonly called, "The Source Book."

Schramm, Wilbur. Programmed Instruction Today and Tomorrow. New York: The Fund for the Advancement of Education, 1962. pp. 71.

This is an excellent report on programmed instruction, its influence on educational thought and its promise for future use. A fine analysis of programmed instruction in modern schools. It goes into the theory and practice of programmed instruction.

Strategy for Curriculum Change. (Papers from the Association for Supervision and Curriculum Development) 1201 Sixteenth Street, N.W., Seminar on Strategy for Curriculum Change, Washington, D.C. 20036. Edited by Robert R. Leeper.

System Development Corporation. Proceedings of the Conference on the Implementation of Education Innovations. Santa Monica, California: 1964. pp. 318.

This publication is the result of the findings of a team of educators, psychologists and sociologists that visited fifteen innovating school districts within a particular geographic area. The visiting team conducted post-seminar conferences with administrators and educators representing public schools, universities and state departments. They discussed problems inherent in the implementation of tested innovations.

Thelen, Herbert A. Education and the Human Quest. New York: Harper and Bros., 1960. pp. 224

The book emphasizes the need for change as well as criticizes current educational programs. The author stresses the importance of individual differences and the need for the development of independent study (inquiry).

PERIODICALS

Austin, David B. "Secondary School Program of the Future." School Executive 74: 19-21, June, 1955.

The author predicts that the future educational programs will be designed to serve the total youth populace. These programs will be functional and will be influenced greatly by the improved understanding of our young people and of our cultural heritage.

Blanchard, B. E. "What the High Schools Will Be Emphasizing During 1970-80?" High School Journal. 39 389-390, April, 1956.

The author speculates about the future curriculum emphasizing general education for a prerequisite to specialization; behavior and personality; and social economics, and cultural factors.

Brown, B. Frank "The Non-Grade High School" Phi Delta Kappan. 44: 206-209. February, 1963.

The writer who was the former principal of Melbourne High School in Melbourne, Florida, goes in great detail in explaining what is taking place within the school he once administered. He explains thoroughly the organizational structure of the "Quest Phase" operation in this non-graded high schools, published by Prentice-Hall in June, 1963. (Brown, B. Frank. The Non-Grade High School. Englewood Cliffs, New Jersey; Prentice-Hall, Inc., 1963. pp. 223).

Bush, R. N. "The High School of the Future." California Teacher's Association Journal. 56: 6-9, October, 1960.

The writer predicts that the high school of the future will have clearer defined objectives and a broader curriculum emphasizing inquiry, independent study and learning.

Culbertson, Jack "Changing the School." Theory in Practice. 2: 249-300, December, 1963.

The issue editor is Jack Culbertson, all of the articles in this issue seek to illuminate aspects of the change process. The contributing authors represent such diverse fields as educational administration, psychology, social psychology, and sociology. The majority of the findings are primarily concerned with educational change in elementary and secondary schools. Several authors have set forth implications for managing and fostering change. Some of the contributions are: Everett M. Rogers, Donald J. Willows, Bernard C. Eicholz, Donald E. Griffiths, Ronald Lippett and others.

Fischer, J. H., "High Schools for the Fabulous Future." National Education Journal. 47: 23-25, January, 1958.

This article emphasizes the influence the egalitarian, demographic and technological revolutions will have upon the schools of the future.

Foley, Walters J., "The Future of Administration and Educational Evaluation." Educational Technology. 10: 20-25, July, 1970.

The environment of the educational system is presented, in this article, as having an internal professional component and an external public component which influences change and the differentiation of functioning within the internal organization.

The model that is used, depicting the educational system, is an organismic view of the relationships between administration and the people and things that form an educational organization.

Glines, Don E., "Implementing a Humane School." Educational Leadership 28: 185-190. November, 1970.

The writer who is the Director of the Wilson Campus School at Mankato State College, Mankato, Minnesota goes in specific detail in explaining what is taking place at the Wilson Campus School. Dr. Glines explains thoroughly the radical change which has taken place since moving from a traditional school to one which has received national acclaim as being very innovative. The article is rather refreshing and worth the time it takes to be read.

Goodlad, John I. "Curriculum Reform Sorts" The Nation's Schools. 73: 68-70, March, 1964.

Administrative Review/Curriculum. The article deals in depth with the curriculum movement in our public elementary and secondary schools. The author emphasizes that the thrust in curriculum today is toward the identification and organization of basic concepts, principals and modes of inquiry which define the structure of the discipline so as to attempt to eliminate what appears chaotic in our school's curriculum.

Harrington, Fred Harvey "Evaluation of Current Changes in Education". North Central Association Quarterly 38: 180-182, Fall 1963. (Press University of Wisconsin.)

The author emphasizes the fundamental change that few persons mention and that is that simply, the triumph of education, the victory that education has won, the realization by many Americans that education is at the very center of the American democratic system, at the center of our economy, our government, and our culture. He also stresses the importance of the educator in this age of education. Educators must be participators in social action. Educators and education should be found everywhere. We should never lose sight of the fact that the American tradition is a tradition of change.

Kowitz, G. T. "Examining Educational Innovations." American School Board Journal 147: 5-6. December, 1963. 148: 17-18. January, 1964.

The article is Part II of a two part article on the evaluation of changes in methods of school operation and instruction. Dr. Kowitz discusses and reviews such innovations as: 1. Nonprofessional assistants, 2. all-year schools, 3. changes in content - New Math, Foreign Lang., Independent Study, 4. changes in technology, the use of television teaching, programmed learning, language laboratories and computer simulation. See page 18 for evaluation of innovations. He concludes the article with a list of five rules for adopting innovations and adopting them to local needs.

Miel, Alice "Innovation and People." Educational Leadership. 22: 585-591. May, 1965.

The article emphasizes the importance of the human element in change. The innovator after working out his requirements for change should have it previewed by a wide assortment of people. The article on to stress the need of change-agents in our schools who will use time, energy, and other resources wisely in dealing with pupils whose dignity they must maintain and advance.

Miles, Matthew B., "Education in the 70's". Teachers College Record. 65: 441-54. February, 1964.

The writer stresses the variety of strategies for creating and controlling educational change. The emphasis of the author is on the importance of understanding our social system in order to implement educational change more skillfully than has been done in the past.

National Association Secondary School Principals. The Bulletin, Washington, D.C. 47: 1-162. May, 1963.

The entire issue is devoted to the Changing Secondary Schools. Part I has to do with The Nature of Change and Part II with Some Examples of Change.

Pugh, James B., Jr. "The Process of Educational Innovation." IAR-Research Bulletin. (Institute of Administrative Research). Teachers College-Columbia University, May, 1965. pp. 7-8.

A review of the change process itself. The article looks into the work of the late Paul R. Mort and others resulting in a development of a theory of innovation, and a theory of diffusion which together accounts for the total process of change. There is also a terse discussion on

the time lag for adoption of innovations by schools. The article explains how the lag may be reduced during the diffusion (process) of innovations.

Smith, Warren G., and Walter Adams Crocker, Jr. "Innovations in Education: Student Teachers On Their Own." Educational Leadership. 28: 315-319. December, 1970.

This article should be of particular interest to anyone associated with teacher education. It explains in rather detail statements how secondary and elementary school students are being afforded an opportunity to maximize their educational potential.

It would seem that the type of schooling referred to in the article could be accomplished wherever teacher education institutions are found. The last paragraph of the article has food for thought for university laboratory schools.

EDUCATIONAL CHANGE IS IN VOGUE:

One of the first studies of its kind in our state and nationally is the publication entitled, Research and Development: A Study of Educational Change in Illinois. The study describes in detail the procedure used by administrators and staff of some of the most recognized innovative schools, in bringing about planned, systematic change in their respective school systems. Case studies of school districts are supplemented by personal interviews with state and nationally known school administrators, the study identifies the local organizational setting in which innovation takes place. This study is a must for the practicing school administrators, principals, teachers and educational researchers because it identifies administrators from schools with similar educational insights and interests.

Order from: John Dal Santo, Associate Director
University School
Northern Illinois University
DeKalb, Illinois 60115

Please send me _____ copies of Research and Development: A Study of Educational Change in Illinois (at \$2.75 per copy).

Name _____

Address _____

City _____ State _____ Zip Code _____

☐ Payment Enclosed

Illinois residents add 5% tax. Free postage delivery in DeKalb and within 100 miles of DeKalb. Elsewhere add 20¢ per copy mailing charge. The cost for each copy is \$2.75 plus 20¢ postage for a total of \$2.95.

1972 NALS CONVENTION PLANS

The program for the Annual Meeting of N.A.L.S. on February 22, 23, 24, will be activity and idea oriented with the hope of establishing stronger ties among our schools. To provide a worthwhile program, the Program Committee needs feedback about areas of concern and also information about programs and materials you would be willing to share.

Please complete the form below and send it to: Dr. Anthony F. Gregorc, Principal, University High School, Urbana, Illinois 61801, no later than October 10.

1. In your judgment, what is the most significant unmet need or unresolved problem in your school?

2. What is your biggest unmet professional problem as a school administrator?

3. What are you doing now that you are anxious to share with other lab school personnel?

4. What general problems should receive consideration at the lab school meeting in Chicago?

5. Please check () the areas in which you are willing to share your experiences and/or materials. We will assume that your program is, in your judgment, "above average" or unique.

I. Curriculum Areas

- ☐ a. Aesthetics
- ☐ b. English
- ☐ c. Fine arts
- ☐ d. Foreign languages
- ☐ e. Health, phys. ed.
- ☐ f. Mathematics
- ☐ g. Science
- ☐ h. Social science
- ☐ i. Religion
- ☐ j. Humanities
- ☐ k. Vo-tec (Practical arts)
- ☐ l. Other _____

II. Curriculum Development

- ☐ a. Community-school program
- ☐ b. Community studies
- ☐ c. Continuous progress (or non-graded)
- ☐ d. Core, general education
- ☐ e. Drug studies
- ☐ f. Mini-courses
- ☐ g. Minority studies (Black, Indian, Mexican, etc.)
- ☐ h. Potential dropouts (alienated)
- ☐ i. Work-study program
- ☐ j. Use of learning packages
- ☐ k. Other _____

III. Evaluation

- ☐ a. Community participation in school evaluation
- ☐ b. Graduation requirements
- ☐ c. Report card or information system
- ☐ d. Student self-evaluation
- ☐ e. Substitute for A,B,C,D,F in pupil reports
- ☐ f. Other _____

IV. Organization

- ☐ a. Advanced placement, college credit, etc.
- ☐ b. Differentiated staffing
- ☐ c. Extended school day
- ☐ d. Extended school year (trimester, quarter, etc.)
- ☐ e. Flexible scheduling
- ☐ f. Independent study (beyond supervised study in conventional classrooms)
- ☐ g. School-within-a-school
- ☐ h. Special motivational programs
- ☐ i. Team teaching
- ☐ j. Other _____

V. Personnel

- ☐ a. Community participation (aides)
- ☐ b. Counselors (specially trained)
- ☐ c. Department chairmen
- ☐ d. Paraprofessionals
- ☐ e. Student participation
- ☐ f. Student teachers
- ☐ g. Supervisors other than administrators
- ☐ h. Teacher-counselors (advisers)
- ☐ i. Negotiated agreements
- ☐ j. Other _____

VI. Public Relations

- ☐ a. College, universities
- ☐ b. Internal (staff, students)
- ☐ c. Parents
- ☐ d. Other schools
- ☐ e. Other _____

VII. Research

- ☐ a. Curricular
- ☐ b. Learning
- ☐ c. Methods-teaching
- ☐ d. Teacher-training
- ☐ e. Other _____

VIII. Survival

- ☐ a. Unique ties with communities
- ☐ b. Unique ties with colleges
- ☐ c. Unique phaseout plans
- ☐ d. Problems with phaseout
- ☐ e. Other _____

Your name _____ Name of school _____

Address _____ University _____

Are you planning to attend the Convention? _____

JOIN NALS NOW!

Now that school is under way and all the problems associated with opening sessions have been resolved, it is time to turn one's attention to other matters such as professional organization membership. I urge you to give every consideration to joining the NATIONAL ASSOCIATION OF LABORATORY SCHOOLS (formerly the Laboratory School Administrators Association), the only organization concerned solely with laboratory school interest.

The 1971 NALS-LSAA Convention saw the organizational name change and the adoption of a new set of by-laws. The officers and members of NALS are looking forward to renewed organizational vigor.

The objectives of NALS include: (1) to increase the contribution of laboratory schools to the improvement of education; (2) to promote better communications among laboratory schools; (3) to facilitate the consideration of problems confronting laboratory schools; and (4) to organize such activities as will contribute to the improvement of laboratory schools; (5) to develop a network of regional and state associations of laboratory schools; (6) to provide a program of educational services to its membership; and (7) to provide its members with publication-media services. Direct benefits of organizational membership include: The Newsletter, which helps keep one abreast of what is happening in other laboratory schools; regional conferences which facilitate idea exchanges on the personal level; and the establishment of a unified front in the pursuit of laboratory school interests.

The National LSAA Convention held in Chicago each year provides opportunities for professional growth, furthers the objectives of the organization and affords active members the opportunity to participate in the determination of future policies and directions. The 1972 convention will be held at the Conrad Hilton Hotel on February 22, 23, and 24. As in the past, these dates overlap with the national conventions of ACTE and ATE.

The NALS fall calendar of events includes a regional conference of the Midwest NALS in October to be hosted by Wisconsin State University at Oshkosh, Wisconsin. Details of other regional meetings are not available at this time.

According to NALS By-Laws, active membership eligibility is limited to those persons holding major responsibilities for the determination of policy, program or operation of a laboratory school. Associate membership is available to persons who do not meet these criteria but who are interested in the purposes and programs of the Association. Any questions of eligibility that arise will be settled by the laboratory school directors under whom the candidates in question are employed.

Active members have full rights and privileges as members of the Association including the right to attend meetings of the Association, to participate in its affairs, to hold office, to receive copies of the publications of the Association, and to participate in voting. The same rights and privileges are extended to associate members except that they do not have the right to vote or hold office in the Association.

The membership year extends from September 1 of one calendar year through August 31 of the following year. Organizational dues are of two categories: Individual and Institutional. Institutional dues are \$25.00 per year and provide active membership for one person (the director or his representative) and three copies of the Association's publications.

Individual dues are \$10.00 per year and provide an active or associate membership for one person and one copy of the Association's publications.

Anyone interested in NALS membership should complete the attached application form and return it along with a check payable to the National Association of Laboratory Schools for dues (\$10.00 or \$25.00 as appropriate). Please

do so at your earliest convenience.

Photostatic copies of the membership application are acceptable in the case of application shortages. However, additional membership applications may be obtained by contacting:

Jerry Duea
NALS Secretary
Department of Teaching
University of Northern Iowa
Cedar Falls, Iowa 50613

NATIONAL ASSOCIATION OF LABORATORY SCHOOLS		
MEMBERSHIP APPLICATION--1971-1972 Academic Year		
(Applicant's Name)		(Position or Title)
(Name of Laboratory School)		
(Name of Sponsoring Institution)		
Address of Institution		
(Street Address of P.O. Box)		
(City)	(State)	(Zip Code)
Application for: (Check one in each column)		
<input type="checkbox"/> Active Membership	<input type="checkbox"/> Institutional	(\$25.00)
<input type="checkbox"/> Associate Membership	<input type="checkbox"/> Individual	(\$10.00)
MAIL APPLICATION FORM & CHECK PAYABLE TO:		
Jerry Duea, NALS Secretary, Department of Teaching, University of Northern Iowa, Cedar Falls, Iowa 50613.		